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ABSTRACT

An investigation was made into causes for decreasing performance on the Common Entrance Examination, a test for admission into secondary schools, by candidates in Borno State, Nigeria. It had been noted that performance had begun to worsen after the introduction of universal primary education in 1976. To gather data addressing the issue, probable causes for pupils' poor performance in primary school were classified into seven areas related to educational practice: curriculum, quality of instruction, examination procedures, learning procedures, school facilities, attitudes of teachers and parents, and environmental conditions. Statements derived from the initial classification were formulated as questionnaire items, to which respondents recorded the extent of their agreement on a 5-point scale. Demographic data about respondents were also collected. Participating were proportionately stratified samples of all categories of persons associated with primary school education in Borno State, including administrators, instructors of teachers in training, secondary and primary school teachers, and parents. Results are discussed in terms of the importance that the total sample and subgroups of the sample assigned to the questionnaire items. Ratings of subgroups and of the total sample indicated that the lack of library facilities was the most serious problem. (Several recommendations for remediating deficiencies are offered, and the complete 60-item questionnaire is appended.) (RH)

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No. 63

GANA BULAMA DIBAL:

AN EXAMINATION OF THE CAUSES OF THE LOW PERFORMANCE IN PRIMARY SCHOOL NATIONAL COMMON ENTRANCE (NCE) EXAMINATION IN BORNO STATE

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AN EXAMINATION OF THE CAUSES OF THE LOW PERFORMANCE IN PRIMARY SCHOOL NATIONAL COMMON ENTRANCE (NCE) EXAMINATION IN BORNO STATE

by

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CHAPTER I

I. Introduction

At the end of the Civil War 12th January, 1970, the Federal Military Government was guided in its national planning by its national objectives.

The 5 Principal National Objectives are to establish Nigeria firmly as:

1. a united strong and self-reliant nation
2. a great and dynamic economic
3. a just and egalitarian society
4. a land of bright and full opportunities for all citizens; and
5. a free and democratic society.

Education as a social service and an investment in manpower development is in the first group of priorities.

1. Universal Primary Education 1976

On Monday, 6 September 1976, the Universal Free Primary Education Programme (UPE) was launched by Lt. General Olusegun Obasanjo, Head of State, Lagos. "From that date, primary education became free and universal throughout the country. Under the scheme, primary education will last six years and primary schools will admit children aged six or who will be six before the end of the calendar year."

The UPE is a Federal Government Programme covering the whole Federation and supported by all the States. Prior to the launching of the UPE scheme in October 1973, the Federal Ministry of Education, proposed to the Military Government that free universal primary education be introduced throughout the country during the Third National Development Plan period 1975-1980, and that the teacher training programme be greatly expanded for the scheme to commence in September 1974. Expansion of the teacher training was to produce more and adequately qualified primary school and the teacher requirement of the scheme. Teacher committees were set up at various levels to prepare for the implementation of the scheme, identifying critical areas as planning, management, financing, and supervision, and to draw up a time-table of action. In January 1974, the Federal Military Government decided to introduce the Universal Primary Education throughout the country on a voluntary basis from September 1976 and on compulsary basis from September 1979.

The major reason for the introduction of UPE was to improve the overall school enrolment in the country and to correct the educational imbalance between one part of the country and another. In 1970, the overall primary school enrolment was 35 percent of children of school age in the country. In the Northern States, the percentage enrolment ranged from seven percent in the far North and

about 26 percent in the Riverain States. In the Southern States it ranged from 61.8 percent to almost 95 in Lagos. The Federal Government was then convinced to introduce the scheme in all states in order to redress the imbalance and provide the numbers required for full utilisation of the human resources of the country. In order to fulfil the objectives of the free primary education, all the private and voluntary agency schools in the country were taken over by the Government.

2. AIM OF PRIMARY EDUCATION

Primary education as referred to in this document is education given in an institution for children aged normally 6 to 11 +. Since the rest of the education system is built upon it, the primary level is the key to the success or failure of the whole system.

This being the case, the general objectives of primary education are:

(a) the inculcation of permanent literacy and numercy, and the abidity to communicate effectively;

(b) the laying of a sound basis for scientific and reflective thinking;

(c) citizenship education as a basis for effective participation in and contribution to the life of the society;

(d) character and moral training and the development of sound attitudes;

(e) developing in the child the ability to adopt to his changing environment;

(f) giving the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity;

(g) providing basic tools for further educational advancement, including preparation for trades and crafts of the locality.

These objectives will form the basis of primary education in all the States of the Federation.

National Policy on Education
(Revised)

Federal Government of Press, Lagos, 1981, page 12.

3. The Role of the State Governments in Free Primary Education

The Federal Government is responsible for formulating the objectives of Nigerian educational system as a whole. The curriculum for all the primary and post primary education except university and tertiary, in the Federation is developed and approved by the Federal Government and at the same time provides grants to all the 19 State Governments for the smooth running of these schools. The Federal Government allows each state to implement the curriculum according to its geographical area and the needs of the people living in the state. Each state is then permitted by the Federal Government's constitution to reorganize and make some necessary adjustments in the curriculum as the local conditions require for the purpose of smooth implementation of the UPE.

Salutary adjustments to the programme have already been made. First, the management had been passed to the Local Governments with the supervision of the state and the Federal Inspectors and the State Ministry of Education. Secondly, the State Ministries of Education are stepping up their training programmes for unqualified teachers by means of seminars and short-term courses. The Federal Government has set up at Kaduna a National Teachers' Institute (N.T.I.) whose objectives are the improvement of the quality of the unqualified teachers and the intro-

duction of a continuous programme of quality control of teachers' education in Nigeria through the use of distance teaching techniques including radio, audio-tapes, film, television and other mechanical aids for self-instruction to help teachers achieve the Grade II and other teacher qualifications. Thirdly, the State Governmnents are utilizing all available financial resources for improving the quality of education generally and of primary education in particular. The parent-teacher associations and the community organizations are responding to appeals for funds. Fourthly, attention is being given to crucial issues of the U.P.E. Some few states have initiated research into the reluctance of parents in certain states to send their children to school, others are stepping up their secondary school programme in order to meet the anticipated demands for more place. Lastly, the Federal Government has published a national policy on education and provided for its implementation.

There are some issues which need mention here. First there should be a clearly defined policy on the financing of the UPE, such as follows:

i) The Federal Government should be responsible for the provision of buildings and furniture, teachers' salaries and allowances and payment for the teacher training programme.

ii) State Government should be responsible for the provision of equipment and libraries.

iii) Local Governments should assume responsibility for non-teaching staff salaries, textbooks and the maintenance of buildings.

iv) Parents should provide writing materials and clothing for the children.

In order to meet the successful application of this policy it was clearly explained to all interested parties concerned so that they could understand and cooperate. Secondly, the economy in building costs could be affected if some local body drawn from Local Education Authority , the Principal or Headmaster, the Board of Governors or the local community was allowed a free hand in utilising the available money subject to checks and balances and to standard specification. Thirdly, when the importance of public ownership is recognised, private agencies and individuals should be allowed again to establish and run primary and secondary schools under the Laws to allow for choice by parents and in accordance with democratic principles. Fourthly, in view of the emerging difficulties in the programme, the Federal Government should give it a thorough review before embarking on the compulsary phase. Lastly, the Government should seek or utilise the advice of the appropriate learned societies and local experts outside the Ministries of Education in order to

avoid pitfallsa and enrich the programme.

4.3. The Purpose of Common Entrance Examination (M.C.E.)

Nothing is taught unless something is learned or nothing is learned unless something is taught. During the six years of primary school education each child is introduced to the Three R's - Writing, Reading and Arithmetic. He should be able to communicate in the language which is used as medium of instruction in his school. At the same time the child at the end of the primary education, is expected to acquire some practical skills for example in football games, farming or some kind of crafts work. These are necessary if the child is to fit into his society. For most school pupils, primary education is terminal. The end of primary education is manned by a "Common Entrance Examination" which for some is used as the criterion for admission into secondary schools. The results of the examinations would tell the teacher whether the teaching was effective or not. If the result is poor, the teacher should change his methods of approach so that the child would understand and do better in the next examinations.

As the number of primary schools in Borno State has increased very tremendously within the last few years, the number of secondary schools and teacher

training colleges would not be able to accommodate all these pupils, there must be a means of selecting the candidates to these post primary institutions as it had been in the past.

These examinations are prepared and administered by the West African Examination Council (W.A.E.C.). After the papers have been marked, they are sent to Borno State Ministry of Education for short-listing. Those who have done well are short-listed and their names are sent to their Local Government Areas. After a final assessment through interview and aptitude tests those finally selected are recommended for admission into secondary schools and teacher training colleges. It is then quite clear that the aim of common entrance examinations is to find out those who are potentially qualified to study beyond primary education and also to assess the teachers as to how much effort they have put up in bringing up the children to the required standard of primary education.

Evidence has shown that before the free universal primary education was introduced, the results of the Common Entrance Examinations had been very satisfactorily. To most people the quality of primary education was then high because the children were able to read very well, expressed themselves in written work and were able to do some arithmetic equivalent to their standard. Today,

the case in Borno State is a reverse. In very extreme cases primary school graduates are not able to write even their names let alone to secure jobs. This is a matter of great concern today both to the Government, parents and community. Below are the statistics of the results of the Common Entrance Examinations from 1971 - 1975 before and from 1976 - 1981 after the introduction of the U.P.E.

Scores by the Candidates in the Common Entrance Examinations Before the Introduction of UPE from 1971-1975.

Table I.

Year	No. of Candidates	No. passed	% Pass
1971/72	4,628	1351	29.2
1972/73	5,189	1484	28.6
1973/74	7,944	1645	20.8
1974/75	8,828	2797	31.7

Scores by the Candidates in the Common Entrance Examinations After the Introduction of UPE 1976 -1981.

Table II.

Year	No. of Candidates	No. passed	% Pass
1975/76	9,600	2,652	27.6
1976/77	8,914	4,256	47.7
1977/78	11,202	4,555	40.7
1978/79	19,912	15,350	77.1
1979/80	22,467	17,656	78.6
1980/81	35,435	18,480	52.2

Table II shows that there was an increase each year in the number of candidates graduating from Primary Schools. For example from 1972 to 1975 the enrolment of the pupils in primary schools had doubled itself, but the number being admitted into post primary institutions has slightly increased. This could be due to lack of opening more new post primary institutions or the existing ones were not expanded. Looking also at the Table II, after the introduction of the Universal Primary Education (U.P.E.) programme, the enrolments in the primary and post primary

institutions had been very high. At the primary schools sector, the enrolment had increased about threefolds. Because of this reason effort had been taken by the State Government to open more Post primary institutions in the state in order to meet with the great demand by the pupils graduating from primary schools. The existing eight (8) Teacher Training Colleges were expanded and another sixteen new ones were opened. In the secondary school sector additional twenty eight new ones were opened and the existing twenty two were also expanded. This brings a total of fifty four new Post Primary Institutions established by the Borno State Government after the introduction of Universal Primary Education from 1976 to 1981. The total number of Post Primary Institutions in the Borno State has now reached seventy four as against thirty Pre-Universal Primary Education. In a desperate search for the causes of the decreasing and dramatic fall in the performance of Primaey schools in the final examination since the introduction of U.P.E., many people have thrown the blame on the following sources:

i. Borno State has got 24 T. T. Colleges each of which has a minimum of 1,000 students. Through the introduction of Grade III Teachers' programme most primary schools now have a satisfactory number of trained teachers. In the secondary sector, the Grade II colleges are correspondingly

expanded to the point of meeting the immediate demands. Trained teachers are equitably distributed between the urban and rural schools. Despite the increasing output of trained teachers from the training colleges, much scepticism still exists among many people as to the suitability of these teachers.

...e support then claim with such arguments as these. They argue that granted that instructional materials are in the few schools that these instructional materials ... available, most of the teachers misuse these aids to the point of abuse, some neglect it entirely and are ...nted with the lecture methods throughout. Others give unexplained notes to the pupils for rote memory only. Consequently, many of these teachers turn up very ... to their classes or may not come at all. The usual practice is that they may bring unnecessary excuses that ... not well the previous day and that they could not come to school, there would not be adequate evidence which would prove that they were not actually sick.

5 Classrooms and Facilities

Some critics blame the poor results on the inade... of school infrastructural facilities. The provision of adequate classrooms and facilities in the primary ... today is causing a great alarming among the parents,

pupils, community and even the State Government itself. Most of the classes are being held outside under trees and the situation worsens during the rains when classes have to be cancelled and children have to be asked to go home. Most of the schools are running about 60% of their classes under trees. Although school buildings had been constructed, they were built on such a fragile manner that they become very susceptible to storms which invariably destroy most of them. Lack of finance has held back their reconstruction. Most of the children sit on the ground or on a torn floor during the lessons. Under such circumstances effective instruction and learning can hardly take place.

Others lay the blame on the near absense of instructional materials. They argue that pupils' textbooks and teachers guides are lacking into the picture of the whole situation about basic resources aids like charts, atlasses and other instructional media as well as the simple media are conspicuously lacking. Most of the needed visual aids for primary schools like maps, charts, textbooks, radio, blackboard and bulletin board and diagrams are not available.

Even those teachers who are very resourceful are being discouraged because of the lack of instructional materials in the schools. The problem is clear.

Another reason that is given for the poor examination results

results is the use of several languages as medium of instruction.

The medium of instruction varies from place to place. As the state has got many ethnic groups from her present twenty two Local Governments, each of them is encouraged to use the local languages of her own area as a medium of instruction for the first three years. At this time, English is taught only as a subject on the timetable. During the fourth year to sixth year, English becomes the medium of instructions. It is however, very disheartening to see during the time of interview for entrance to Teacher Training Colleges and secondary schools in the State, that from some of the Local Government areas, these candidates who have just completed their primary school educati.. cannot speak even a bit of English.

II. PURPOSE OF THE STUDY

These tables show eloquently the decreasing performance of candidates in this examination. What the causes of this poor performances may be is the question which many people continue to ask. The main purpose of this study thus is to:

i. find out why at the end of six years primary education, larger percentage of the pupils who completed their primary education cannot read and write well nor do they do well in the

common entrance examination to obtain places in secondary.

ii. find the causes of low performance and suggest some measure that should be taken in solving these problems so that the overall performance of primary school pupils can improve qualitatively.

III. SIGNIFICANCE OF THE STUDY

What impact is this study going to have on the Administration of Primary Education in Borno State? Would this study actually change the attitude of the administration towards the upgrading the primary education or will it be the same as before?

It is difficult even among the elite to accept a new innovation in a short time, unless otherwise the immediate result can be seen through well organised evaluation. It is hoped that the state educational authorities will utilise the findings and recommendations of this study to adopt such measures as would eliminate those elements identified as contributing to the low performance.

CHAPTER II

METHODOLOGY

1. Tool

The study was intended to identify the causes that stand in the way of high standard of primary education in the Borno State. In order to gather data in this regard the main tool used was a questionnaire to be responded by those who are concerned with the results of the primary education. The investigator himself developed this tool. The first step in the development was to analyze the problem into its major components. The probable causes for the poor performances of the pupils in primary schools were classified into seven major areas. They were curriculum, quality of instructions, examination procedures, learning procedures, school facilities, attitudes of teachers and parents and the environmental condition. These items were analyzed and the probable causes falling under each of these were written in form of statements. A series of discussions were also made with some educational experts.

The format of the questionnaire to be responded was decided to be the one arranged on a five point scale. According to this the respondents to record their opinions as strongly agree, agree, undecided, disagree, and strongly disagree. The respondents were instructed to mark the degree of their agreement on anyone of the above

five points. Items calling for the preliminary details regarding the respondents were also included. Those included were details like rank/post, sex, age, occupation, institution and number of years of experience.

Sample

This research study was restricted to Borno State of Nigeria only and all categories of people who were associated with the primary school education had been contacted. They included primary school teachers, teacher training college teachers, secondary school teachers, parents and administrators in the Ministry of Education. The technique applied in order to decide the number to be included in each group was that of proportionate stratified sampling in which the five strata mentioned above were considered. The total number of members belonging to each category (especially for the first four) was taken into account while fixing up the proportion. In the case of the parents it was decided to include only a limited number of educated persons.

2. Collection of Data

After the questionnaires were prepared, they were distributed to the sample selected. Each place was visited and the respondents were instructed how to answer the questionnaires. Enough time was given for them to think before taking a decision.

At the same time a large number of people were interviewed orally. These included old retired teachers, high, middle and low educated income groups of people. Others were the religious leaders - Moslems and Christians, a few local government Education Secretaries and councillors who were all associated with education. On the basis of the discussions held and the interviews made, the items to be included in the tool were finalised. The final form of the questionnaire contained 60 items. These fell under the seven major areas. The details are contained in Table III.

Table III.

Details regarding the distribution of items in the Questionnaire.

S. No.	Problem Area	No. of Items
1	Curriculum	7
2	Quality of teaching	13
3	Examination procedures	6
4	Learning procedures	6
5	School facilities	10
6	Attitudes of teachers & parents	12
7	Environmental conditions	9

In selecting the sample, care was taken to include members of both the sexes and people both from the rural and urban areas. A detailed statement of the selected sample is furnished in Table IV below.

Details of the Sample Selected

Table IV.

Item No.	Category	Male	Female	Rural	Urban	Total
1	Prim. Teachers	46	53	64	35	99
2	Sec. Teachers	57	12	40	29	69
3	T. T. Teachers	45	21	20	46	66
4	Admin.	17	5	10	12	22
5	Pafents	13	2	7	8	15
	TOTAL	178	93	141	130	271

3. Techniques and analysis.

a.) Scoring Procedures:

The results of the responses had to be quantified for meaningful analysis. For this scores were allocated to each type of response. The following scheme was used for the purpose:

1.) Strongly Agree 3.points

2.) Agree 2 points

3.) Disagree 1 point

4.) Strongly disagree 0 point

5.) Undecided neglected at all

With this scheme, each questionnaire was scrutinized item-wise for each category of respondent. Finally, the score obtained by each item under each category of respondents was found out. For example, the Primary School Teachers were ninety nine in number. For item number 1, their responce was as follows:

Response	No. of respondents	Score
Strongly Agree	7	7 x 3 = 21
Agree	24	24 x 2 = 48
Disagree	32	32 x 1 = 32
	TOTAL SCORE.....	101

The total score for each item was thus determined. Then this score was converted into percentage using the formula % value of a score = $\frac{\text{obtained score}}{\text{Maximum possible score}} \times 100$

For example 99 Primary teachers responded. The maximum possible score = 99 x 3 = 297. The obtained score = 101. Therefore, the % value of the score = $\frac{101 \times 100}{297}$ = 34%

All the items for each category was thus evaluated. In the same way the total score for each item as rated by the total sample was also obtained and the percentage value calculated using the same procedure.

b.) Classificatory Technique:

As indicated earlier, the purpose was to identify the important causes for the poor standard of primary school education. The analysis had to be geard toward this goal. Accordingly, the scores were arranged in the descending order of the percentage value of the scores. These wefe then classified under five categories depending on the importance. The five classes were; Extremely important, very important, of average importance, important to some extent, of negligible importance. And this was decided on the basis of the scheme given in Table V.

Classificatory Scheme of Items Based on Importance.

Table V.

No.	Category	Score %
1	Extremely important	80 to 100
2	Very important	60 to 79
3	Of average importance	40 to 59
4	Important to some extent	20 to 39
5	Of negligible importance	0 to 19

This was done on the basis of the responses by the five sub-groups taken separately as well as that of the total sample.

c.) Analysis of the Items:

On the basis of the above classification, the items were examined for the total sample. It was decided to concentrate the attention more on the first two categories, namely extremely important and very important as they stand foremost in priority. The items falling under these two categories were further classified into the major areas to which they belong and the respective weightage of each of these areas was determined in terms of the number of items in that area and the total number falling under the two categories. This type of analysis was done with respect to the five sub-samples also. Agreement of the responses of the sub-groups with the total sample was taken as an indication of the finding being further substantiated. Therefore, those items in the above two categories that have maximum agreement among the groups compared were listed and these have been rated as the most relevant causes that need immediate solution.

CHAPTER III

ANALYSIS

As stated earlier, the main objective of this study was to identify the causes contributing to the poor standard of primary education. The questionnaire was designed with this end in view and naturally the analysis was also made with a view to classify the causes in terms of their relative importance.

The first step in the analysis was to identify the causes on the basis of the opinions of the whole sample that responded tothe questionnaire. For this the final score for each item converted to its percentage value was obtained by the scoring procedure already described under methodology. Then the items were classified into the five categories, namely, extremely important, very important, of average importance, important to some extent, and of negligible importance on the basis of the classification scheme described there. Those items falling under each of the above five categories were then further classified under the seven major areas into which the scores were categorised. This procedure was adopted with a view to pinpoint the causes falling under the different areas in terms of their relative importance.

After dealing with the sample as a whole, the causes were further analysed on the basis of the responses given

by the separate sub-groups. The sub-groups thus considered were: (i) Administrators, (ii) Teachers of Teacher Training Institutions, (iii) Teachers of Secondary Schools, (iv) Teachers of Primary Schools and (v) Parents. The results were then subjected to comparison of the ratings of the various groups.

This part of the analysis was made with a view to further substantiate the findings of the analysis made with the responses of the total sample. The results of the above analysis are discussed in the order in the following paragraphs:

1. Analysis of the Responses of the Total Sample.

As described above, the total score for the whole sample for each of the 60 items contained in the questionnaire was arrived at using the scoring procedure. This was then converted into percentage of the maximum possible score and this was taken to represent the relative importance of the item within the term of reference accepted. The items were then arranged in the descending order of the percentage value of the score. This facilitated classification of the items into the different categories formed on the basis of relative importance. The result of this analysis is summarized in Table VI.

Items of the Questionnaire arranged in the Descending order of Importance

Table VI.

Serial No.	Item No.	Items	% value of the score	Categories
1	34	Most of the school are without libraries or sufficient number of reading materials.	87	Extremely Important
2	35	The supply of essential materials such as blackboards, chalk, bench, desks, chairs etc, is insufficient for smooth running of the classes	81	Extremely Important
3	43	Trained teachers are leaving for better jobs elsewhere.	79	Very Important
4	31	Schools are operating without sufficient no. of teachers	77	Very Important

5	32	School buildings are not adequate for conducting classes.	75	Very Important
6	8	The majority of teachers are inexperienced	74	Very Important
7	22	Continuous assessment is not done in most of the schools	74	Very Important
8	10	Most of the teachers are not conversant with the effective methods of teaching	71	Very Important
9	42	Most of the teachers are not dedicated to their work	71	Very Important
10	41	Illiterate parents value the traditional ways of education more than the modern means of education	70	Very Important
11	25	Pupils spend very little time on studies	70	Very Important

12	59	Financial aids to the primary schools are not sufficient	70	Very Important
13	40	In rural area, children are not encouraged to go to school regularly	69	Very Important
14	11	Teachers lack knowledge of correct procedure in using different teaching aids	68	Very Important
15	24	Pupils do not have regular study habits.	67	Very Important
16	12	Teachers' inability to speak English correctly results in ineffective communication.	67 67	Very Important Very Important
17	52	Environment in most of the homes is not conducive to study	67	Very Important
18	15	Teachers do not take steps to find out whether the objectives	67	Very Important

		have been achieved		
		in the lessons taught		
19	58	Nigerian Languages	66	Very
		which form the bases		Important
		of our culture are		
		neglected in primary		
		Schools.		
20	13	Teaching is limited	66	Very
		to passing on certain		Important
		facts and the deep		
		level objectives		
		are neglected.		
21	36	Instructional mat-	65	Very
		erials are not sup-		Important
		plied for the use		
		of teachers and		
		pupils.		
22	,9	The majority of	65	Very
		teachers are uncert-		Important
		ificated		Important
23	30	Classrooms are over-	64	Very Important
		crowded.		
24	18	Teachers do not pro-	64	Very
		vide adequate stimu-		Important
		lation to motivate		
		learning situation		

25	19	Teachers do not make learning experiences interesting and meaningful to the children.	63	Very Important
26	38	Lack of library does not permit extended reading.	62	Very Important
27	57	Some religious leaders do discourage formal Western education.	61	Very Important
28	53	Most homes do not provide adequate nutrition to help a child's mental growth.	61	Very Important
29	29	Most of the learning is limited to rote memorization.	60	Very Important
30	14	Teachers do not base their teaching on pre-determined objectives.	59	of Average Importance
31	20	Teachers do not encourage individual	59	Of Average

			study through assign-		Importance
			ments and other		
			techniques.		
32	27		Pupils do not part-	59	Of
			icipate in projects		Average
			that encourage good		Importance
			study habits.		
33	39		Hostel accommodation	59	Of
			is not provided for		Average
			pupils who come from		Importance
			distant places.		
34	60		The schools are not	59	Of
			establishing close		Average
			relationship with		Importance
			the society in gen-		
			eral and the parents		
			in particular.		
35	54		Parents do not have	59	Of
			enough money to pro-		Average
			vide the necessities		Importance
			for their children's		
			schooling.		
36	44		Regular attendance	58	Of
			is not insisted by		Average
			teachers and parents.		Importance
37	21		Examinations are not	57	Of

		geared to test the body of knowledge the child has actually gained in the class-room.		Average Importance
38	55	Unstable Political environment disrupts schooling.	56	Of Average Importance
39	26	Pupils do not give any seriouness to examinations.	55	Of Average Importance
40	49	Teachers do not give pupils individual attention.	55	Of Average Importance
41	37	The classrooms in the Primary schools are hot and poorly ventilated.	55	Of Average Importance
42	16	The use of English as a medium of instruction contributes to the poor performance in primary schools.	55	Of Average Importance
43	17	Too much of punishment results into	53	Of Average

		hatred towards learning.		Importance
44	45	Pupils are not enthusiastic about better performance.	52	Of Average Importance
45	23	Assessment of pupils' performance is very subjective.	52	Of Average Importance
46	33	Pupils from remote areas have to walk long distances to come to school.	51	Of Average Importance
47	46	Teachers do not have high expectations of pupils' performance	48	Of Average Importance
48	5	The present primary school curriculum is not well defined hence the teachers have no idea of the depth envisaged.	47	Of Average Importance
49	47	Parents do not have high expectations about the educational achievement of their children.	45	Of Average Importance

50	50	The society does not attach importance to the primary education.	45	Of Average Importance
51	7	The contents of curriculum do not suit the age and ability of the pupils' concerned.	44	Of Average Importance
52	6	The present curriculum is too overloaded and cannot be properly covered within the limited time.	44	Of Average Importance
53	3	The curriculum is not made available to primary school teachers.	43	Of Average Importance
54	48	Generally, teachers' do not take an interest in the social welfare as well as academic performance of the pupils.	43	Of Average Importance
55	2	The syllabuses have	42	Of

		no connection with the day to day life of our children.		Average Importance
56	28	Pupils perform poor at examinations because of anxiety.	40	of Average Importance
57	4	The present primary school syllabuses consist of unnecessary materials.	39	of Important to some extent
58	56	The type of education offered in primary schools is in conflict with the pupils' cultural environment	39	Important to some extent
59	1	The primary school curriculum is not suitable to the educational needs of the state.	38	Important to some extent
60	51	Children are kept on farm during the farming season.	34	Important to some extent

The scores of the items in percentage have a range of 87% to 34%. Their distribution in terms of the degree

of importance is summarized in Table VII.

Distribution of Items in Terms of Degree of Importance

Table VII.

Serial No.	Category	No. of Items
1	Extremely Important	2
2	Very Important	27
3	Of Average Importance	27
4	Important to some extent	4
5	Of negligible Importance	Nil
	Total	60

From the point of view of the total group that responded, two items are extremely important and 27 items are very important, while 27 items have been rated as having an importance of average degree. The remaining 4 items are important to some extent. The groups are of opinion that no item is of negligible importance. It is evident that the first 29 items require serious consideration by those who think of planning primary education programmes. The next 27 items are also important but not so urgent.

With a view to further pinpoint the nature of each of these important causes for the poor standard, the 29 items listed above were further classified under the respective areas into which the causes were categorised. These areas are curriculum, quality of instructions, learning procedures, school facilities, attitudes of teachers and parents and environmental conditions. The respective weightage of each of these areas was also determined in terms of percentage of the total number of these items. The result of these items were summarized in Table VIII

Summary of the Analysis of Extremely Important and Very Important-Items Falling under the Major Areas as per the Ratingof the Total Sample.

Table VIII.

S. No.	Problem Areas	No. of items Rated as E.I. or V. I.	The no. as % or the total no. in the categories i.e. (29)	No. of items as in the Questionnaire
1	Curriculum	Nil	Nil	
2	Quality of instructions	9	31 %	8, 9, 10, 11, 12, 13, 15, 18, 19
3	Examination Procedures	1	3.5 %	22

4	Learning Procedure	3	10.5%	24,25,29
5	School Facilities	7	24 %	30,31,32, *34,*35,36,38
6	Attitudes of Teachers and Parents	4	14 %	40,41,42 43
7	Environmental Conditions	5	17 %	52,53,57 58,59
	TOTAL	29	100 %	

NOTE: Extremely Important = E. I.
Very Important = V. I.
* = indicate items rated as Extremely Important.

The table shows that according to the responses of the total sample there is no important reason associated with the curriculum, that stand in the way maintaining a high standard ofprimary education. The maximum number of causes, according to the group are associated with quality of instruction and school facilities. In the first category 9 out of the 13 items included were rated to be of either extremely important or very important, while out of the 10 items included under school facilities have been rated in the same way. These areas represent 31 % and 24 % of the total items falling under these categories. It is also to be noted that both the items

rated as extremely important belong to the area of school facilities - those being poor library facilities and defective supply of materials. The other areas in which items belong to the category in the order of importance are environmental conditions, attitudes of teachers and parents, learning procedures and examination procedures (the percentage in the order being 17, 14, 10.5 and 3.5). The above is an indication for the planners of the primary education programme, regarding the priority areas where special attention is to be bestowed very urgently.

It is also to be pointed out that the remaining 31 items require consideration, but these are not as crucial as the first 29 items, in the opinion of the sample of respondents. Hence, the analysis here is mostly concentrated only on the items rated either as extremely important or very important.

2. Analysis of the Responses of the Sub-groups.

As indicated earlier, the responses of the five sub-groups, namely administrators, teachers of teacher training institutions, secondary school teachers, primary school teachers and parents were analyzed exactly in the same way as done in the caseof the total sample. This was done with a view in order to substantiate the findings arrived at by analysing the total responses. For example, it is evident that if a particular item is rated as extremely

important or very important on the basis of the responses of all the subgroups as well as of the total sample, it could be concluded with further emphasis that it is really a cause contributing to the poor performance. However attention has been focused mainly on those items falling under the categories extremely important and very important. This does not mean that items rated as " of the average importance " are not worthy of consideration. The former categories have been stresseddue to the priority demanded by them.

The results of the analysis for the five sub-grpups are summarized in tables IX to XIII. The discussion of each of these has been made after presenting the tables concerned. A final analysis on the basis of these has been attempted at the end.

SUMMARY OF THE ANALYSING THE EXTREMELY IMPORTANT AND VERY IMPORTANT ITEMS FALLING UNDER THE MAJOR AREAS AS PER THE RATING OF ADMINISTRATORS.

Table IX

S. No.	Problem Area	No. of items Rated as E.I. or V.I.	The no. as % of the total no. in the categories (i.e. 35)	No. of the items as in the Questionnaire

1	'Curriculum	-	-	'Nil
2	'Quality of 'Instructions'	'11(2+9)'	31.4%	'8,9,10,11,13,14,15,16, '18,19*,20.
3	'Examination	'2(1+1)	5.7%	'21,22*
4	'Learning 'Procedures	'2(1+1)	5.7%	'24,25
5	'School	'8(4+4)	22.9%	'30,31*,32*,34*,35*,36,38,39
6	'Attitudes of 'teachers and 'parents	'5(3+2)	14.3%	'40,41*,42*,43*,49
7.	'Environment- 'al condition'	'7(1+6)	20 %	'52,54,55,57,58,59*,60
	TOTAL	35	'100 %	

NOTE: (1) E. I. = Extremely Important; V.I. = Very Important.

(2) * = Indicates items rated as extremely Important.

In the view of the administrators (considered) as a separate sub-groups more items fall under the category of extremely important and very important. In the place of the 29 such items for the total sample, this sub-group has 35, of which 11 have been rated as extremely important. This was only 2 for the total groups. This difference in

the view of administrators who are mainly responsible for the administrative steps required for improvement of primary schools needs special notice. Of the 35 items more numbers are in quality of instruction, school facilities and environmental conditions, in the order of priority.

It has to be specially noted that 11 out of the 13 items included under quality of instruction, have been rated by the administrators as either extremely important or very important, while 8 out of 10 items under school facilities have been brought under these categories. It is also to be pointed out that in the opinion of the administrators 4 items under school facilities are of almost importance. The remaining items fall under the categories in the order, attitude of teachers and parents, examination procedures, and learning procedures. No item under curriculum has been rated under the two categories.

Generally, the opinion of the administrators agree with that of the total sample in the priority assigned to areas, though they are considerable differences in the details.

SUMMARY OF THE ANALYSIS OF THE EXTREMELY IMPORTANT AND VERY IMPORTANT ITEMS FALLING UNDER THE MAJOR AREAS, AS PER THE RATING OF TEACHERS OF TEACHER TRAINING INSTITUTIONS.

Table X

S. No.	Problem Area	No. of items rated as E.I. or V.I.	No. as % of the total no. in the category	No. of items as in the questionnaire
1	Curriculum	Nil	-	-
2.	Quality of Instructions	10(2+8)	27.8%	8*,9,10*,11,12,13,14, 15,18,19
3	Examinations Proceduress	1	2.8%	22
4	Learning Procedures	4	11.1%	24,25,27,29
5	School Facilities	8(2+6)	22.2%	30,31,32*,34*,35,36, 37,38
6	Attitudes of Teachers and Parents	7(1+6)	19.4%	40,41,42,43*,44,45,49
7	Environmental Condition	6	16.7%	52,53,57,58,59,60
	TOTAL	36	100%	

NOTE: E.I. = Extremely Important; V.I. = Very Important

* = Indicates Extremely Important items

The details of the table reveals that the teachers of the Teachers Training Institutions have rated 32 items as either extremely important (5 items) or very important (27 items). The areas into which these items fall in the order of preference, are quality of instruction (27.8%), school facilities (22.2%), attitudes of teachers and parents (19.4%), learning procedures (11.1%) and examination procedures (2.8%). Though there is slight variation in the order of priority of the area taken as a whole, the first two have benn given top priority as in the case of the total groups and the administrators. 10 out of the 13 items under quality of instruction and 8 out of the 10 items under school facilities have been rated by the group under the category of extremely important or very important. This is very conspicuous. Attitudes of teachers and parents and environmental conditions also have been rated as serious problematic areas. As in the case of the two groups already discussed, this group also does not find any problem, with regard to the curriculum.

SUMMARY OF THE ANALYSIS OF EXTREMELY IMPORTANT AND VERY IMPORTANT items falling under the major areas, as per the RATINGS OF SECONDARY SCHOOL TEACHERS.

Table XI

S. No.	Problem Area	No. of items rated as E.I. or V.I.	The No: as % of the total no	No. of items as in the Questionnaire (32)

1	Curriculum	Nil	-	-
2	Quality of Instructions	9	28.1%	8,9,10,11,12,13,15, 18,19
3	Examinations	1	3.2%	22
4	Procedures			
4	Learning Procedures	4	12.5 %	24,25,26,27
5	School Facilities	8(2+6)	25.0%	30,31*,32,34*,35,36, 37,39
6	Attitudes of Teachers and parents	4	12.5%	40,41,42,43
7	Environmental Condition	6	18.7%	52,53,54,57,58,59
	TOTAL	32	100%	

NOTE: E.I. =Extremely Important, V.I. = Very Important,
* = Indicates Extremely Important.

The SecondarySchool Teachers have rated 32 out of the 60 items either as extremely important (2 items) or as very important (30 items). Those that are rated as E.I. are lack of teachers and lack of library facilities. The priority of the problematic areas in the order of importance are quality of instruction (28.1%), school facilities (25%), environmental condition (18.7%), learning procedures

and attitudes of teachers and parents (12.5% each) and examination procedures (3.2%). As in the case of other groups no serious problem has been identified under the curriculum. The order of priority is almost in agreement with those of the other groups already discussed, though with slight variation in details. Problems associated with quality of instructions and school facilities top the list.

SUMMARY OF THE ANALYSIS OF IMPORTANT AND VERY IMPORTANT ITEMS RATING UNDER THE MAJOR AREAS, AS PER THE RATINGS OF PRIMARY SCHOOL TEACHERS.

Table XII.

S. No	Problem Area	No. of items rated as E.I. or V.I.	The No. as % of the total number with categories.	No. of items as in the questionnaire
1	Curriculum	Nil	-	-
2	Quality of Instructions	5	22.8%	8,9,10,11,12
3	Examinations Procedures	1	4.5%	22
4	Learning Procedures	2	9.1%	25,26
5	School Facilities	7(2*5)	31.8%	30,31,32,34*,35*,36,38

6	Attitudes of Teachers and Parents	4	18.2%	40,41,42,43
7	Environmental Condition	3	13.6%	52,53,59
	TOTAL	22	100%	

NOTE: E.I. = Extremely Important, V.I. = Very Important
* = Indicates Extremely Important

This group is quite different from the others in that they have rated only 22 out of 60 items under the categories considered. Out of this 2 have been rated as extremely important, both falling under the area of school facilities (31.8%), quality of instruction (22.8%), attitudes of teachers and parents (18.2%), environmental conditions (13.6%), learning procedures (9.1%), and examination procedures (4.5%). No problem has been identified under the curriculum as in the case of the other groups. A variation in the order of priority is worth mentioning. According to this group lack of school facilities creates the maximum number of problems and the quality of instruction comes only second. Otherwise, the pattern is almost the same though there are a few variations in the details.

SUMMARY OF THE ANALYSIS OF EXTREMELY IMPORTANT AND VERY IMPORTANT ITEMS FALLING UNDER THE MAJOR AREAS, AS PER THE RATINGS OF THE PARENTS.

Table XIII.

S.No	Problem Area	No. of items rated as E.I. or V.I.	The No. as % of the total no. with categories (33)	The No. of the items as in the questionnaire
1	Curriculum	Nil	-	-
2	Quality of Instruction	10	30.3%	8,10,11,12,13,15,16, 18,19,20
3	Examinations procedures	1	3 %	22
4	[illegible] Procedures	3	9.1%	24,25,29
5	Facilities	7 (1+6)	21.2%	30,31,32,34,35, 38,39
6	Attitudes of Teachers and Parents	5(1 +4)	15.2%	40,41,42,43,44
7	Environmental Conditions	7	21.1%	52,53,54,55,58, 59,60
	TOTAL	33	100%	

NOTE: E.I. = Extremely Important, V.I. = Very Important
* = Indicates Extremely Important

The parents have rated 33 items either as extremely important (2 items) or very important (31 items). The details of the major areas, in the order of priority indicated are quality of instruction (30.3%), school facilities and environmental conditions (21.2% each, attitudes of teachers and parents (15.2%) learning procedures (9.1%) and examination procedures (3?0. They too have not identified any serious problem with regards to the curriculum followed. The general trend of the group is in conformity with that of other groups.

3. A comparison of the Ratings of the Sub-groups and the Total Sample.

A comparison of the 5 sub-samples and the total samples shows that 16 out of 60 items included in the questionnaire have been rated by all the groups to be either extremely important or very important. These items are listed in Table XII.

ITEMS RATED AS EXTREMELY IMPORTANT AND VERY IMPORTANT BY ALL THE GROUPS.

Table XIV.

S. No.	Item No.	ITEM	Area of Problems
1	8	The Majority of teachers are inexperienced	Quality of teaching
2	10	Most of the teachers are not conversant with the effective method of teaching	-do-
3	11	Teachers lack knowledge of correct procedure in using different teaching aids.	- do -
4	22	Continuous assesment is not done in most of the schools.	Examination Procedures
5	25	Pupils spend very little time on studies	Learning Procedures
6	30	Classrooms are overcrowded	School Facilities
7	31	Schools are operating without sufficient number of teachers.	- do -
8	32	School buildings are not adequate for conducting classes.	- do -
9	34	Most of the schools are without libraries or sufficient number of reading materials	- do -

10	35	The supply of essential materials such as blackboard, chalk, bench desks, chairs, etc. is insufficient for smooth running of the classes.	- do -
11	40	In rural areas children are not encouraged to go to school regularly.	Attitudes of teachers and parents
12	41	Illiterate parents value the traditional ways of education more than the modern means of educations.	- do -
13	42	Most of the teachers are not dedicated to their work.	- do -
14	43	Trained teachers are leaving teaching for better jobs elswhere	- do -
15	51	Children are kept in the farm during the farming season.	Environmental Condition
16	59	Financial aids to the primary Schools are not sufficient.	- do -

It is seen that out of these 16 items, 3 are concerned with the quality of teaching, 1 with school facilities, 4 with attitudes of teachers and parents and 2 with environmental conditions. These items may be considered to be really problems standing in the way of satisfactory standard

of primary education. Item numbers34 regarding library facilities and reading materials needs special mention in that all the groups have identified this as a problem of extreme importance.

In addition to the above, 11 more items need urgent consideration as they are rated under the categories by 5 out of the 6 groups, that is, the total sample as well as 4 of 5 sub-groups. These are listed in table XV.

LIST OF ITEMS RATED AS EXTREMELY IMPORTANT AND VERY IMPORTANT BY THE TOTAL SAMPLE AS WELL AS AT LEAST 4 SUB SUB-GROUPS.

Table XV.

S. No.	Item No.	ITEM	Area of Problems
1	9	The Majority of the teachers are uncertificated.	Quality of Teaching
2	12	Teachers' inability to speak English correctly results in ineffective communication.	- do -
3	13	Teaching is limited to passing on certain facts and the deep level objectives are neglected.	- do -
4	15	Teachers do not take steps to find out whether the objectives [illegible]	- do -

		have been achieved in the lessons taught.	- do -
5	18	Teachers do not provide adequate stimulation to motivate learning situation.	- do -
6	19	Teachers do not make learning experiences intersting and meaningful to the children.	- do -
7	24	Pupils do not have regular study habits.	Learning Procedures
8	36	Instructional materials are not supplied for the use of the teachers and pupils.	School Facilities
9	38	Lack of library does not permit extended reading.	- do -
10	53	Most homes do not provide adequate nutrition to help a child's mental growth.	Environmental Conditions
11	58	Nigerian languages which form the basis of our culture are neglected in primary schools.	- do -

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Of these 6 fall under quality of teaching, 1 under learning procedures, 2 under school facilities and two under environmental condition. The two lists considered

together, the number of items falling under various areas are as follows :

Quality of teaching	9
School Facilities	7
Attitudes of teachers and parents ..	4
Environmental Condition	4
Learning Procedures	2
Examination Procedures	1
TOTAL	27

This is an indication of the priority areas where the attention of all those who are concerned with the standard of primary education has to be urgently diverted.

CHAPTER IV

A BRIEF REVIEW ON THE PROCEDURES, THE FINDINGS AND RECOMMENDATIONS.

1. A Brief Review of the Study.

The study entitled "Causes of Poor Performance of Pupils in Primary Schools", was taken up with a view to identify the most salient causes resulting in the poor standard of education at all stages. This it was felt would help in suggesting remedial measures suitable for tackling the problems.

In order to collect the data for the purpose, the investigator developed a questionnaire including 60 probable causes for the poor standard of primary education, falling under seven major areas, namely: curriculum, quality of instructions, learning procedures, examination procedures, teachers and parents, school facilities, and environmental conditions. The items were in the form of statement to be marked by the respondents on a five point scale.

The questionnaires were distributed to a sample of 300 respondents including administrators in the Ministry of Education, Teachers Training College Teachers, Secondary School teachers, Primary School teachers and educated parents, selected at random from all over the Borno State. The data were collected by the investigator himself.

The responses were then quantified according to a scoring scheme already prepared. The total score obtained by

each particular item was converted to a percentage value. On the basis of these, the item were arranged in the order of priority and the problematic areas were pinpointed.

2. A Summary of Findings.

1. The lack of library facilities is the most serious problem standing in the way of high standard in Primary education, as revealed by the rating of all the sub-groups as well as the total sample.

2. As a single problematic area, the Quality of Instruction is found to be most serious. The following defects regarding quality of instructions are found to be of great importance :

(i) The majority of teachers are uncertificated.

(ii) Teacher's inability to speak English correctly results in ineffective communication.

(iii) Teaching is limited to passing on certain facts and the deep level objectives are neglected.

(iv) Teachers do not take steps to find out whether the objectives have been achieved in the lessons taught.

(v) Teachers do not make learning experiences interesting and meaningful to the children.

(vi) Teachers do not provide adequate stimulation

3. The area of second priority is the Lack of School Facilities, with six different deficiencies identified as of

great importance:

(i) Most of the schools are without libraries or sufficient number of reading materials.

(ii) The supply of essential materials such as blackboards, chalk, benches, desks, chairs, etc. is insufficient for a smooth running of the classes.

(iii) School buildings are not adequate for conducting classes.

(iv) Instructional materials are not supplied for the use of teachers and pupils.

(v) Classrooms are overcrowded.

(vi) Schools are operating without sufficient number of teachers.

4. Attitudes of Teachers and Parents is the major problematic area coming next in priority with the following defects :

(i) Trained teachers are leaving teaching for better jobs elsewhere.

(ii) Most of the teachers are not dedicated to their work.

(iii) Regular attendance is not insisted on by teachers and parents.

(iv) In rural areas, children are not encouraged to go to school regularly.

(v) Illiterate parents value the traditional ways

of education more than the modern means of education.

5. The next important problematic area is Environmental Conditions. The following 4 items have been identified under this area:

(i) Most homes do not provide adequate nutrition to help a child's mental growth.

(ii) Nigerian languages which form the basis of our culture are neglected in primary schools.

(iii) Financial aids to the primary schools are not sufficient.

(iv) Children are kept on the farm during the farming season.

6. In Learning Procedures which has the next priority, 2 defects have been identified. These are the following:

(i) Pupils do not have regular study habits.

(ii) Pupils spend very little time on studies.

7. The maximum number of defects have been identified in the Examination Procedures, and the absence of continuous assesments by the teachers is the only problem identified under this head.

8. No group has noticed any serious defect in the curricula followed in Primary Schools.

3. Recommendations.

1. Teachers should be exposed to the innovations in

educational technology by arranging a series of seminars, workshops and short term courses. If necessary, even incentives like additional increments for extra qualification may be given. These courses should be mainly directed towards familiarizing them with (i) modern techniques of objective-based instruction and evaluation, (ii) strategies for planning effective and various learning experiences (iii) improving audio-visual aids (iv) using hardware equipments wherever these are available, etc.

2. Lack of school facilities, having been identified as a major area to be tackled, all efforts should be taken to make up for the deficiencies. Provision of library and laboratory facilities and other school equipments should be ensured. If the financial condition of the government does not permit such a provision, measures should be taken to seek co-operation from other agencies including parents.

3. Parent-Teacher Associations should be organised in every educational institutions. This should take up the responsibility of many functions like organising co-curricular activities, maintaining discipline, developing proper study habits in children, extending learning experiences by way of home assignments, etc. These should also be used as an agency to develop healthy attitudes in teachers and parents. Frequent discussions regarding disciplinary and other educational problems conducted through seminars concentrating on the responsibilities to be executed by the

parents and the ways and means for fulfilling them may be of great help in this regard. In short, parents should have a very active involvement in the activity of educational institutions.

4. More stress should be made on the proper teaching of Nigerian languages. Cultural activities should also be organized around the teaching of these languages.

5. Children are withheld from schools during the time of farming, etc. mainly by two reasons, namely: poor economic condition and lack of prpper attitudes. The latter has already been discussed. In order to compensate for the former reason, children coming from poor homes should be given financial aid by way of feedings, scholarship, etc. This will help in motivating the parents to send their children regularly to schools.

6. The teachers should be given proper training to develop effective study habits in children. The telling method which is teacher-oriented should give way to the modern pupil-oriented techniques of study. The modern theories of learning enunciated by educationists like Skinner, Piaget, Bruner, Gagne and others should be made familiar to the primary school teachers with a practical orientation so that they can develop suitable instructional strategies that might in turn develop in pupils desirable study habits.

7. Continuous evaluation should form an integral

part of the teaching-learning process. Formative evaluation leading to diagnosis and immediate feedback is of utmost importance. Teachers should be given practical training in the techniques of formative and summative evaluation and the methods and media for diagnosis and remedial teaching. This will ensure mastery learning that would strengthen the foundation to be built at the primary level.

8. This study is only a preliminary one attempting at pinpointing the areas of deficiency. Similar studies pertaining to related areas should be made and the results of all these should be pooled together in order to arrive at proper solutions for rectifying the defects identified.

QUESTIONNAIRE ON CAUSES OF POOR PERFORMANCE OF PUPILS IN PRIMARY SCHOOLS.

RANK/POST ..... SEX ..... AGE .....

OCCUPATION ..... INSTITUTION .....

No.OF YEARS OF EXPERIENCE.....

This questionnaire is intended to study the causes for the poor performance of pupils in Primary Schools. This is meant only as a research study and the findings will be used only for academic purposes. The respondents can give their opinion freely and these will be kept strictly confidential. The success of the project depends upon the free and accurate opinion expressed and as such you are requested to fill in the questionnaire with great care and seriousness.

This contains 60 statements which might be considered to be probable causes for the poor performances of pupils in Primary Schools. Read each of the statements carefully. You may strongly agree with some of the statements, to some extent your agreement may be only to some extent. You may strongly disagree with certain other statements and may not be sure whether some statements are true or not. In order to express the degree of your agreement or disagreement, five columns are provided against each statement. They are filled "Strongly Agree", "Agree", "Undecided", "Disagree", and "Strongly Disagree".

You may decide what your opinion regarding a statement is and mark this by putting (/) mark under the appropriate column from any five described above. Please kindly respond to all the items.

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	S.A.	A.	U.	D.	S.D.
1. The Primary School curriculum is not suitable to educational needs of the State.					
2. The Syllabuses have no connection with the day to day life of our children.					
3. The curriculum is not made available to primary school teachers.					
4. The present Primary School syllabuses consist of many unecessary materials.					
5. The present Primary School curriculum is not well defined and hence the teachers have no idea of the depth envisaged.					
6. The present curriculum is too overloaded and cannot be properly covered within the limited time.					
7. The contents of the curriculum do not suit the age					

and the ability of the pupils concerned.

8. The majority of the teachers are inexperienced.

9. The majority of the teachers are uncertificated.

10. Most of the teachers are not conversant with the effective methods of teaching.

11. Teacher's lack of knowledge of correct procedure in using different teaching aids.

12. Teacher's inability to speak English correctly results in ineffective communication.

13. Teaching is limited to passing on certain facts and the deep level objectives are neglected.

14. Teachers do not base their teaching on predetermined objectives.

15. Teachers do not take steps

to find out whether the objectives have been achieved in the lessons taught

16. The use of English as medium of instruction contributes to the poor performance in primary schools.

17. Too much of punishment results in hatred towards school and learning.

18. Teachers do not provide adequate stimulation to motivate learning situation

19. Teachers do not make learning experiences interesting and meaningful to the children.

20. Teachers do not encourage individual study through assignments and other techniques.

21. Examinations are not geared to test the body of knowledge the child has actually gained in the classroom.

22. Continuous assessment is not

done in most of the schools.

23. Assesment of pupils' performance is very subjective.

24. Pupils do not have regular study habits.

25. Pupils spend very little time on studies.

26. Pupils do not give any seriousness to examination

27. Pupils do not participate in projects that encourage good study habits.

28. Pupils perform poorly at examination because of anxiety.

29. Most of the learning is limited to rote memorisation

30. Classrooms are overcrowded

31. Schools are operating without sufficient number of teachers

32. School buildings are not adequate for conducting classes.

33. Pupils from remote areas

have to walk long distances to come to school.

34. Most of the schools are without libraries or sufficient number of reading materials.

35. The supply of essential materials such as blackboards, chalk, bench, desks chairs, etc. is insufficient for smooth running of the classes.

36. Instructional materials are not supplied for the use of teachers and pupils.

37. The classrooms in the primary schools are hot and poorly ventilated.

38. Lack of library does not permit extended reading.

39. Hostel accommodation is not provided for pupils who come from distant places.

40. In rural areas, children are not are not encouraged to go to school regularly.

41. Illiterate parents value the traditional ways of education more than the modern means of education

42. Most of the teachers are not dedicated to their work

43. Trained teachers are leaving teaching for better jobs elsewhere.

44. Regular attendance is not insisted by teachers and parents.

45. Pupils are not enthusiastic about better performances.

46. Teachers do not have high expectations of pupils performance.

47. Parents do not have high expectation about the educational achievement of their children.

48. Generally, teachers do not take an interest in the social welfare as well as academic performance of

pupils.

49. Teachers do not give pupils individual attention.

50. The society does not attach importance to the primary education.

51. Children are kept on the farm during farming season

52. Environment in most of the homes is not conducive to study.

53. Most homes do not provide adequate nutrition to help a child's mental growth.

54. Parents do not have enough money to provide the necessities for their children's schooling.

55. Unstable political environment disrupts schooling.

56. The type of education offered in primary schools is in conflict with the pupil's cultural environment.

57. Some religious leaders

	discourage formal western education.					
58.	Nigerian languages which form the bases of our culture are neglected in primary schools.					
59.	Financial aids to the primary schools are not sufficient.					
60.	The schools are not establishing close relationship with the society in general and the parents in particular.					

NOTE: S.A. = Strongly Agree
A. = Agree
U. = Undecided
D. = Disagree
S.D. = Strongly Disagree